

Walter Tull

Sport, War & Challenging Adversity

Hilary Claire

Teachers Resource Book
Key Stage 1



NORTHAMPTONSHIRE
Black History
ASSOCIATION



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Doddridge Centre

109 St James Road

Northampton NN5 5LD

www.northants-black-history.org.uk

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TEACHERS RESOURCE BOOK Key Stage 1

Hilary Claire

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A Cross Curricular Scheme Of Work About Walter Tull For Year 2 Key Stage 1

KEY ISSUES	NATIONAL CURRICULUM SUBJECT LINKS AND OBJECTIVES			RESOURCES
1. Who was Walter Tull and when did he live?	<i>History</i> – Understand the significance of events from placing them in chronological order (1a) Be able to communicate (5)	<i>PSHE</i> – Appreciate sensitive issues regarding family (2f; 5g)		<ul style="list-style-type: none"> ■ The story of Walter Tull book ■ Chronology cards (Source 4) ■ A prepared time line ■ Art materials
2. How do we know about Walter's life?	<i>History</i> – Be able to ask and answer questions (4b) to get information from a range of documentary primary sources (4a)	<i>PSHE</i> – Appreciate sensitive issues to do with family and refugee status (2f;5g)		<ul style="list-style-type: none"> ■ Walter's birth certificate (Source 9) ■ Your own, or a child's birth certificate
3. Who were the members of Walter's family?	<i>History</i> – Be able to use language to show the passing of time (1b) to establish Walter Tull's geneology.	<i>PSHE/Literacy</i> -Understand how to use language sensitively & correctly (PSHE 5g Eng1 4a)	<i>Maths</i> - Be able to sort out events in order to work out generations (4a)	<ul style="list-style-type: none"> ■ The family tree in the teacher's book (Source 13) ■ A time line
4. How can we find out about Walter's early life?	Be able to ask questions from a picture source to provide information and encourage inference (4a)	<i>English/Literacy</i> Using question words to generate historical questions (Eng11b)	<i>Art</i> - Be able to make a portrait of Walter from first hand experience and observation (1a)	<ul style="list-style-type: none"> ■ Pictures (Sources 1-3) ■ An appropriate selection of paint colours or coloured pencils for skin tones
5. How has life changed since Walter's time?	<i>History</i> - Understand changes and continuities in between past and present ways of life (2b) using visual sources (4a)			<ul style="list-style-type: none"> ■ Photographs (Sources 5 – 7) ■ Photographs of a football team the children support ■ A modern class photograph.
6. What happened at Bristol?	<i>History</i> – Recognise what happened during a racist incident (2a)	<i>PSHE</i> – Be able to explore feelings and responses to racism (4c;5g)	<i>English Literacy</i> – Be able to advocate an anti- racist position & use words to express this – using Persona Doll and discussion (Eng11d) <i>Art</i> – Be able to make a poster or abstract painting representing feelings (2c) <i>Dance with music</i> – Be able to express feelings through music and dance (3a)	<ul style="list-style-type: none"> ■ The Walter Tull story book ■ Persona Doll or similar object. ■ Paints ■ Percussion instruments

7. What do we know about Walter's football years?	<i>History</i> -Be able to compare positions on the field and other aspects of football to show differences between football hundred years ago and now (2a)	<i>PE</i> – Be able to recognise and describe modern positions and nature of the game	<i>Literacy/Role Play</i> - Be able to develop questions and answers for Walter about football (Eng1 2e)	<ul style="list-style-type: none"> ■ Video recording of a modern football match. ■ Picture of a modern team used previously ■ Diagrams of modern and old positions on the football field (Sources 11 & 12)
8. What can we learn from Walter himself about his life?	<i>History</i> – Be able to use the skills of oral history to ask and answer questions (4b)	<i>Literacy</i> – Understand how to use open questions Interviewing (Eng 2e)		The teacher can resource him/herself through looking at the KS2 material.
9. Why should we remember Walter Tull?	<i>History</i> – Be able to communicate historical knowledge and understanding about a significant historical event (5).	<i>Literacy</i> - Be able to write a report (Eng3 2d)	<i>Music</i> – Be able to explore and express feeling through making a rap about Walter's life (3a)	A writing frame for the report to support some children
THE MATERIAL BELOW IS OPTIONAL AND NOT PART OF THE MAIN SCHEME				
10. What were the war years like?	Experience in the trenches <i>History</i> – Understand what happened during the war (empathetic understanding) (2a).	<i>Music and dance</i> – Be able to expressing feelings and ideas through music and dance 3a)		
NOTE: At the end of the unit further opportunities for linked learning are suggested which provide opportunities develop to literacy and drama, geography and maths.				

1. How Does This Resource Meet Recent Requirements And Guidance In Primary Education?

Recent official strategies and frameworks which have informed this publication:

- Excellence and Enjoyment: A Strategy for Primary Schools (DfES 2003)
- The Primary Framework for Literacy and Mathematics (DfES 2006)
- Every Child Matters (DfES Green Paper, 2003)
- Race Equality Duty (Race Relations Amendment Act 2000)
- The Inclusion, Identity and Diversity agenda and the Diversity and Citizenship Review (Ajegbo Report (DfES2007)
- Healthy Schools and SEAL (DfES 2005)

The Walter Tull resource has been written with the ethos and aims of these ground breaking official documents at the forefront. Between them, these documents provide many pointers for good primary practice, ensuring inclusivity and creativity, a rich and exciting cross curricular approach to the curriculum, tailored to the needs of the children, and encouraging innovation in which teachers ‘take ownership of the curriculum... shape it and make it their own’ (DfES 2003, p.15). All these are part of our educational aims: empowering pupils and giving them a voice, ensuring their active participation and enjoyment in learning; a goal oriented curriculum, in which children develop social and emotional qualities - and not just their academic strengths – to fit them for future lives. In this endeavour, the most recent report on ‘Diversity and Identity, Ajegbo Report (2007) reminds us of the Race Equality Duty (2000) to take proactive steps to tackle racial discrimination, and promote equality of opportunity and good race relations. It highlights the necessity to look for commonalities, not just celebrate the cultural differences. Although this report focused on the secondary curriculum the issues which it raised have implications for pupils of all ages.

The National Curriculum

Cross curricularity is at the heart of this resource, but cross curricularity which does not blur the outlines of subjects so that they lose their integrity.

The Key Stage 1 scheme

The Key Stage 1 resource has History as its lead subject, supporting and developing work in literacy, drama, citizenship, geography, PSHE and art. For History, the scheme could be taught within ‘Significant People’; as part of a local study if Walter actually spent any time in the vicinity of the school; or as part of the study of a significant event (for example Remembrance Day). There are also obvious opportunities to teach about Walter in Black History Month, though we are keen for teachers to see the work as integral to their curriculum planning, and not as a marginalised token study of black or ethnic minority people in one small part of the year. A substantial element of the work develops literacy skills, particularly speaking and listening and working through drama and role play.

The pack is strongly embedded in the following requirements for the National Curriculum:

Knowledge, Skills and Understanding in the schemes for KS1.

Chronology
Change and continuity (similarities and differences)
Causes and consequences of change
Using evidence – asking historical questions and interpreting
Empathy
Communication of knowledge and understanding

Using Historical Evidence – enquiry and interpretation.

There are several activities in the KS1 resource which ask children to use pictorial evidence. An important concept that children need is the difference between factual information gained from a source, and an interpretation, which is an opinion based on the factual information, also drawing on other knowledge. In diagram 1 below, the children put a picture or artefact in the middle of a large piece of sugar paper, and use sticky notes for the three sections. This allows you to easily move a statement to a different section if needed.

How to ask historical questions and interpret an artefact or picture

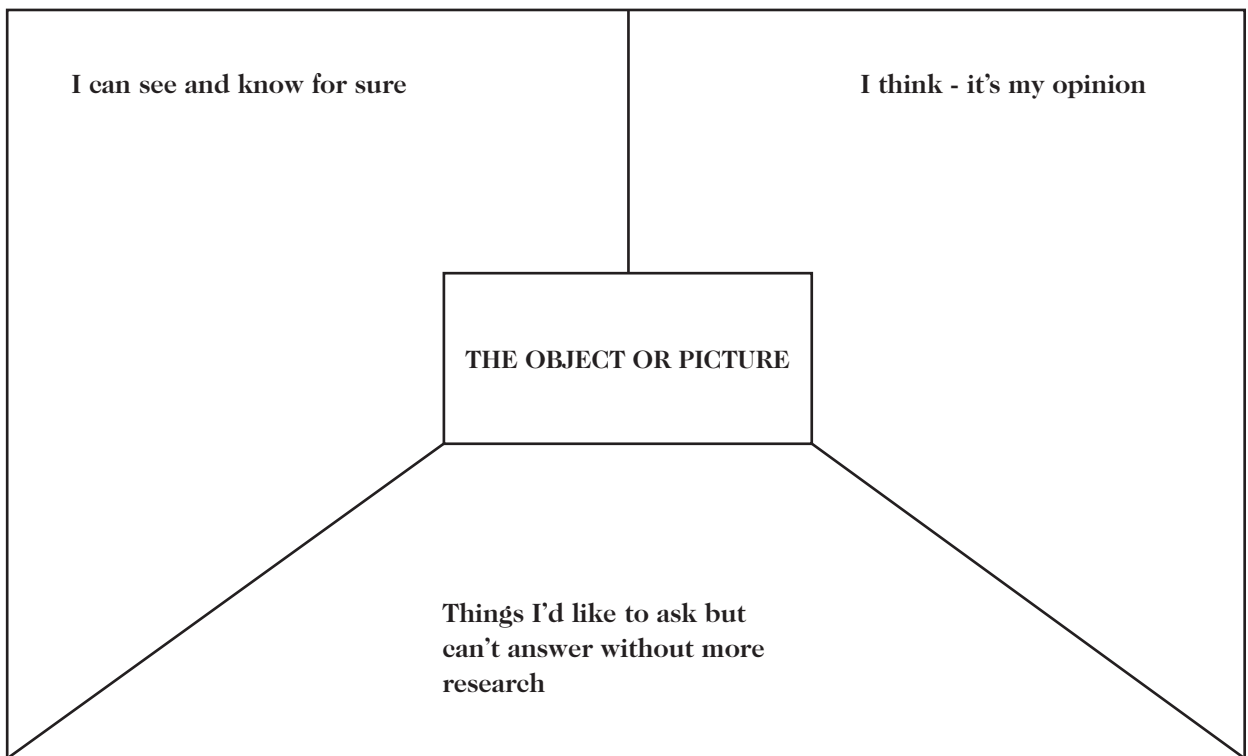


Diagram 1: Historical enquiry and interpretation

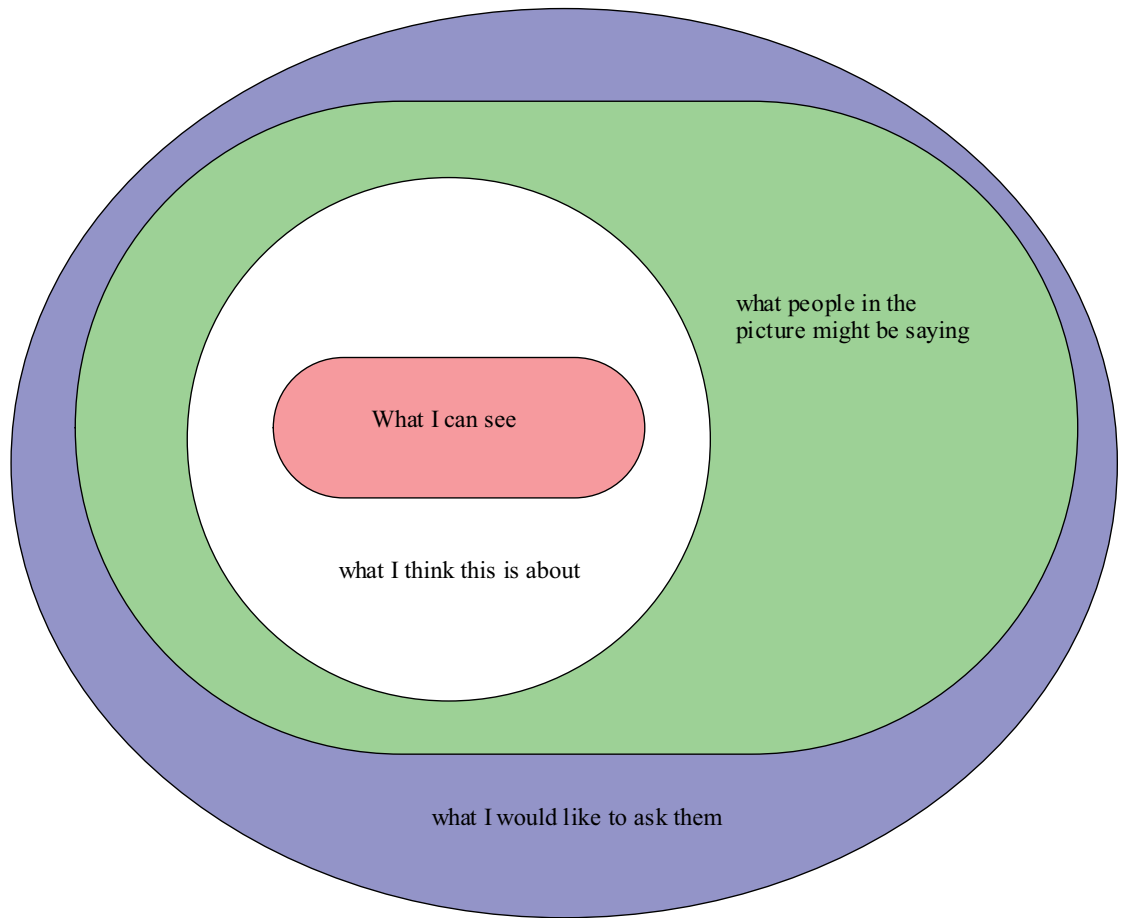


Diagram 2: Interpreting Pictures

This method is particularly suitable when there are several people in an illustration and helpful in Key Stage 1. The outer ring – ‘what I would like to ask [them]’ can be used for children’s own research.

The key concepts and processes of Citizenship Education
 We have decided to draw upon the recent revision of the KS3/4
 Citizenship Curriculum where the concepts and processes are clearly laid
 out. Even though the non statutory KS2-1 Citizenship/PSHE guidance has
 not been altered, continuity and progression is essential across pupils’
 school life, and clarification of these concepts can only be helpful.

Processes	Concepts
Critical thinking and enquiry	Democracy
Taking informed and responsible action	Justice
Advocacy and representation	Rights and Responsibilities, including Human Rights
	Identity and Diversity in the UK

PSHE

There is considerable overlap between Citizenship and PSHE. An easy rule of thumb for differentiating them is to think of PSHE as about the pupil's personal attitudes and characteristics, while Citizenship is about the public or community world. The personal qualities fostered through PSHE are often the foundations for citizenship. However, in Citizenship education we look not just for personal responses (I will be kind to someone who is hurt; I will remember the things I am good at, I won't smoke) but for attitudes and actions that go wider than oneself. You will realise that it is not always easy to separate them out!

For example, good self esteem is a PSHE concept. But high self esteem is also the foundation for respect and tolerance for others – which are central to citizenship. Challenging racism at a personal level or knowing what to do about bullying become Citizenship issues when children think about racism in wider society and what might be done, or the oppression of groups of people because of prejudice about who they are.

What Citizenship and PSHE concepts will children develop in the schemes?

- Talking about the personal challenges some people face, through no fault of their own, and what other people might do to give support
- Thinking about the personal qualities we need to get through difficult circumstances
- Understanding that racism goes deeper than personal nastiness, but can affect a person's life opportunities through the concept of institutional racism
- Recognising the ignorance, hurt and the injustice of racism, and considering how to challenge it effectively
- Talking about what people learn and need to do, to be part of a team.
- Recognising the many different qualities that we might respect and honour in other people
- Talking about individual responses to an issue like war – is it right to fight?
- Talking about different perceptions of courage.
- Thinking about selflessness, and the courage to put your life at risk for other people
- Talking about identity, membership of a nation and how we actively recognise nationality.

Literacy

- Text level work in fiction, non fiction, poetry – comprehension, shared reading, shared writing; guided reading and writing;
- And from the Primary Framework (2006)
- Speaking and listening for a wide range of purposes in different contexts
- Providing real experience contexts and meaning for the development of core skills
- Opportunities to practise and use information in different contexts
- Opportunities for higher order thinking skills – e.g. reasoning and problem solving
- Building concepts and adding to the richness of their experience.

2. How To Use This Resource

How it's set out

- Broad schemes of work for KS1 are written as if for the most experienced and oldest children in each age group but with some indication of differentiation.
- Cross-curricular links to the main history theme offered in each section. They are not set out as week by week: some teachers may devote a week to a special project, or want to pick and choose how to use the resources and ideas offered here.
- There is probably more than you could fit into the time allocated, but the idea is to empower teachers, and give you the choice.
- Teachers should select what is relevant and appropriate to their own classes – the pack is intended to be used flexibly.
- The KS1 material will also be appropriate for younger KS2, or children with special educational needs.
- Children with English as an additional language will benefit from work with the visual sources, and drama and role play activities which encourage language in action.

Differentiation - Using Sources

Some sources are more difficult to decipher than others. For example: a pictorial source such as the picture of Walter with his brother Eddie, sister Cissie and Eddie's adoptive mother, Mrs Warnock, in Glasgow, gives clear information about these members of the family and tells you they were in Glasgow on a specific date. The census and other certificates are harder to read, and children may need help with the language. You may decide to give children transcripts, alongside the originals – making the task much easier.

You may prefer to use the story book provided in the KS1 scheme, which is a narrative of Walter's life, instead of the activities constructing his life from the sources.

A note about the accuracy of sources

There are sometimes discrepancies between the sources: for example Walter Tull's biographer, Phil Vasili says Walter had shell shock now known as Post Traumatic Stress Syndrome, while the Northampton Mercury says he was suffering from pneumonia. Yet another source (not provided) says he had 'trench fever'. If the children pick up the differences, agree that we often have difficulty knowing much later, which account is correct. Reassure them that such discrepancies are part of history, memory and attempts to reconstruct the past. Along with issues of accuracy, missing evidence can also complicate historian's work.

¹ Claire, Hilary (2007) *The Story of Walter Tull. Professional Black Footballer and First Black Officer in the British Army.* Northamptonshire Black History Association

² Vasili, Phil (2000) *Colouring Over the White Line. The History of Black Footballers in Britain.* Mainstream Publishing Company (Edinburgh) Ltd.

3. Teaching about controversial and emotive issues

All the following are part of Walter and his family's story and will be part of discussion.

- losing parents and going into care
- adoption
- racism
- war, being wounded, hospitalisation, death and memory

The KS1 scheme marks potentially sensitive areas explicitly but we hope that teachers will exercise their own judgement and knowledge of their pupils with this material.

Racism

We referred in Section 1 to the 'Race Equality Duty'. Unfortunately, research has shown that learning about black and ethnic minority culture does not automatically challenge racist attitudes. Rather than exemplifying multicultural pedagogy which 'celebrates diversity', this resource concentrates on universal human experience – and the many ways in which children can identify with Walter's talent, courage and perseverance. It is important to challenge any stereotypes that may prevail about black men, and for children to recognise Walter as so much more than a terrific footballer. Walter provides a role model for overcoming racism, but his story shows that racism is hurtful, intolerable and can deny people their full potential.

Most children are not openly and unashamedly racist. What is more likely is that some children have internalised racist attitudes in their community or are not aware that racism goes beyond abusive language, or physical violence. Children may not know about 'institutional racism' which keeps some people from realising their full potential, because of prejudice and intolerance. It is likely that Walter was a victim of institutional racism when he was with Spurs, as well as overcoming it when he was made an officer.

Establishing ground rules for discussing controversial issues like racism. Outright censorship of attitudes, and refusal to acknowledge their existence, is not in the least bit effective in challenging and eradicating them. However, it is not appropriate nor sensible to launch into probing attitudes about racism with a class who have not discussed such matters openly and honestly before, or who come from communities where racism is rife (which may be the same thing). Nevertheless, the racist episode at Bristol is an extremely important part of this resource, and the fact that some children may hold unacceptable attitudes should not deter you from challenging these. Remember that the bottom line is that incitement to racial hatred, and racist abuse is against the law in Britain. The majority of young people in our society, thankfully, are very clear about the injustice and hurtfulness of racist attitudes.

If you are uncertain about your class and feel they may pay lip service to what they see as politically correct behaviour which keeps them out of trouble, rather than sincerely believing in equality of all people, start by establishing ground rules about how controversial issues will be discussed. For guidance, look at pages 136 – 141 of DfEE/QCA (1999) *The National Curriculum Handbook for Primary Teachers in England*.

If children are openly racist, a variety of strategies can help, from factual information which challenges misconceptions and myths about foreigners, asylum seekers and refugees, to methods which are more emotional, drawing on empathy. Try drama/dance/mime techniques in which children imagine being the recipients of abuse, or finding their hopes blocked and then say how they felt.

For children of any age, we strongly recommend the approaches made possible by using Persona Dolls. Babette Brown, the founder of Persona Dolls Training, and a lifelong campaigner against racial discrimination agrees that it is not essential to use one of the actual dolls. A doll who is given a specific personality and story can also provide the vehicle for the work.

Please see <http://www.persona-doll-training.org/pd/the-dolls.php> for more information.

For advice on whole school approaches to racist incidents look at your LA's guidance. Or look at <http://schools.leicester.gov.uk/home/ls/wholeschoolissues/multicultural-education/multicultural-education/advisory-teacher/racist-incidents>

For advice about circle time as a way of dealing with controversial issues look at <http://www.teachernet.gov.uk/teachingandlearning/library/circletime/>

War and conflict resolution

Attitudes to war are permeated with nationalism and enmeshed in the historical context in which they occur. Groups like Quakers abjure violence and war whatever the context. Jingoism and enthusiasm for war characterised Britain in the early years of WW1 but, as the death lists grew, so did cynicism about the pointlessness and wasted lives. As well as conscientious objectors who refused the call up and went to prison, pacifism became quite strong after the war.

In the children's own lifetimes, there have been many wars which have destroyed families, homes and lives; some of our schools now have asylum seekers and refugees among their number. War in the Middle East, former Yugoslavia and parts of Africa are all too real for many of our pupils, either through television, or because they have been affected. Though the story of Walter and his generation's participation in the Great War is uplifting, we should beware of glorifying war. Recent research indicates that in the current international climate, many primary aged feel very strongly about war (not just children whose families are connected to the army: see Holden et al 2006). You may wish to give space in circle time to exploring attitudes to warfare.

Death

You may need to exercise care and sensitivity if there are children in your group who have experience of deaths in the family. Some children appear to be coping, but may find that memories and bereavement are reignited. Do remember that different faiths, cultural groups and non believers all have different attitudes to death/after life and that consoling children with largely Christian views of an after life may not be appropriate. Take advice from parents/carers if in doubt!

Language Issues

This is a sensitive issue whether or not you have children from a non European heritage in your class. Racist name calling is probably the most prevalent form of abuse practised by children, including children in mainly white areas, who may use such language about people who are not necessarily present. Make sure that the feelings of the person/people spoken about, as well as the spectrum of attitudes held by the perpetrator of the language is opened up. Remember that you can't tell the relationships and connections of anyone simply by looking at them – your children may directly be insulting a close relative or friend of a child in your class with casual racism. The DfES guidance *Aiming High: understanding the educational needs of minority ethnic pupils in mainly white schools* (2004) gives helpful advice about why some language is racist, and how you might deal with it.

Discuss the language used to describe Walter in the newspaper reports of the time. Explain that conventions about language change, and that calling people 'coloured' or 'negro' was acceptable in much of the C20th. Even Martin Luther King talked about negroes. Though we are not told the language used by the Bristol racists, we can assume it was offensive and hurtful. The important idea is to consider the preferences and the feelings of the people who are described. Ask children what they think of the adjective 'dusky' and point out that the reporter probably had no intention of causing offence with language which would no longer be acceptable. If appropriate in your class, or if a child introduces this, you might discuss how groups can appropriate language and turn it round – for example it used to be considered rude to call someone black, but this is now preferred by many people; some rappers have even reintroduced a word considered totally offensive – *nigga*.

In the sources, check that your class understand such words as 'judicious' and 'language lower than Billingsgate'. The language of the fish market at Billingsgate was supposed to be very rough and what is now called 'strong'. Some children may not be familiar with the shorthand for 'bowled'.

Some activities to help manage discussion of controversial issues.

The Great Divide

This is an excellent game in which pupils are able to articulate their points of view and try and persuade others. (See *Clough and Holden, 2002, pages 66-67*)

Divide the classroom area into two with a chalk line, or skipping ropes (or move to the hall if you can). Tell the class that one side of the line means you agree with a statement and the other that you disagree. The further from the line you position yourself, the more strongly you feel on the positive or negative side. If you are neutral you stand on the line.

Then give them the statements, starting with some unlikely to cause strong feelings, such as 'cats are nicer than dogs', or 'winter is better than summer'. The children are learning how to play the game with these statements. They move into position. They may only speak if they are holding the 'power ball' (soft ball or cushion which you control and throw to someone, who must then justify her/his position). When you are thrown the 'power ball' you use the format: 'I am standing here because I think (cats are better than dogs). The reason I think this is because and because (etc)'. Anyone listening to another's opinion can now shift from their original place. It is against the rules to argue with someone or call out when you are not holding the 'power ball'. You may only listen, and when your turn comes you may say 'I agree with so and so and I'd like to add' or 'I disagree with so and so, and my reasons are...'. Make sure you give children at all different positions round the room a chance to speak.

Gradually increase the controversies they must consider, choosing issues which are relevant to your school and community.

Leave this for a few days and then return to the game. Use a neutral starter again, and then when you feel they are ready for reasoned discussion introduce the statement 'sticks and stones can break your bones but words can never hurt you'. This should allow children to explore why some language is not just offensive, but hurtful. Most children will introduce issues of racist abuse, but if they don't introduce it yourself. Try not to silence points of view, even if they are uncomfortable, and only interrupt if children are breaking the ground rules.

Always make sure that you sit the children in a circle and debrief after a controversial discussion, and talk about the following:

- How did you feel playing this game? Did you hope the power ball would come to you, or feel anxious about it?
- What was it like being in the majority?
- What was it like being in a minority on an issue?
- Did anything make you think again about your opinion?

A written activity

Give the children a controversial statement and the following writing frame. Try and 'distance' them from their own emotions by asking them to think about other people's views

An example

The statement: It is right to fight back if someone hurts you

I think that it is always / sometimes / never right to fight back.

The reasons I think this are:

.....

and.....

and.....

The evidence I want to bring to support my position is:

.....

.....

.....

However, I realise that some one else might say:

.....

or

or

They might bring the following evidence to support their view:

.....

I have thought about all these viewpoints and the evidence, and it is my considered opinion that:

.....

Signed: Date:

Sorting

With the children create a variety of statements about an issue – eg war, Write them on small cards and give children some blank cards as well, on which they can write any more statements.

Working with a partner, they should sort the cards into three piles 'agree, not sure and disagree'. When they have done this, share some of their opinions round the room.

Hot seating

This is an activity used in the KS2 scheme, but can be introduced during the KS1 scheme if you wish. This is a good oral activity for both Key Stage 1 and 2.

Tell children that they can time travel to meet Walter in a year you've designated. They need to prepare for the time travel by working out what they want to ask Walter. In class, probably during literacy time, take the opportunity to talk about open and closed questions and practise them. Also talk about how to raise sensitive issues in an interview without upsetting someone.

Pool the questions in a whole class session, and decide who will ask what, trying to make sure that all the children have an opportunity.

Prepare yourself (or the designated child) for the hot seating, by checking that you are able to deal with the questions.

At some later time, ask another adult to be in your class, if you are in the hot seat. This adult will introduce you when you come in as Walter, and manage the class (so that you don't have to come out of role).

Teachers Note: This Key Stage 1 pack forms part of a number of studies aimed at key stages 1, 2 and 3. Should your school wish to explore Walter Tull across Key Stages 1 and 2 we recommend that you look at our Key Stage 2 pack which has a Citizenship focus. The Key Stage 2 scheme can be used as a 'stand alone' for Citizenship, part of a local study in History (for Northamptonshire schools), or as part of a general cross curricular plan – say for a week's work across the whole school – since it incorporates aspects of most curriculum areas. With the caveat above about tokenism, it could also be used for Black History Month, adapting the activities as appropriate for different year groups.

4. Teachers' Notes About World War I

Even though you won't need to teach any detail about WWI, you might find the following brief notes, from the BBC website helpful: http://news.bbc.co.uk/1/hi/special_report/1998/10/98/world_war_i/198172.stm

World War I was a struggle between Europe's great powers, which were grouped into two hostile alliances. The number of men mobilised by both sides: the central powers (Germany, Austria-Hungary, Bulgaria and Turkey), and the allied powers (Britain and Empire, France, Belgium,

Russia, Italy, USA), totalled over 65 million. When the fighting was finally over, no-one could tell exactly how many had been killed but historians estimate that up to 10 million men lost their lives on the battlefield - and another 20 million were wounded.

As well as all the great powers of Europe being involved, the war also extended into Asia and Africa. Troops throughout the Commonwealth rallied to support Britain. Over three million came from Canada, Australia, New Zealand, South Africa and India. Sea battles took place in the South Atlantic and the Pacific. The USA also intervened in European affairs for the first time, with more than 100,000 American troops killed helping to guarantee an allied victory. World War I is also regarded as the first "total war" in which the combatants mobilised all their resources, military, industrial and human, on a scale never before thought possible.



The war begins.



Posters encouraged women to persuade their menfolk to go to war. The catalyst for the war was the death of Austria's Archduke Franz Ferdinand, who was assassinated while he was visiting Sarajevo, the capital of Bosnia, which was then part of the Austro-Hungarian empire. In retaliation and urged on by Germany, Austria invaded Serbia. Serbia called for help from Russia, which was suspicious of Austria's ambitions. Each country in turn was drawn into the conflict. Germany, keen to expand its empire, soon declared war on Russia and France and invaded Belgium and Luxembourg. Both Russia and France mobilised to protect their national territory. Britain declared war on Germany for its violation of the independence and neutrality of Belgium.

None of the states that went to war realised how long it would last or how terrible the cost might be. Most thought it would be over in a few short months and that peace would return in 1915. Once the war had begun, the initial reasons for being involved seemed to become less important. The great powers battled it out to see who would be left standing at the end.

Casualties in major battles 1914-1918

• Tannenberg
August 1914
58,000
• Gallipoli
April-December 1915
500,000
• Verdun
February-December 1916
510,000
• Somme
July-November 1916
1,000,000
• Passchendaele
July-November 1917
558,000
• German Spring Offensive
March - April 1918
504,000

Trench warfare

For the first time war involved the use of new technology such as aeroplanes, tanks and submarines. But it is trench warfare that remains the lasting image of World War I. The increased power of the more modern weapons gave much greater advantages to defence, making it more difficult to win quick victories. This led to often huge losses by the attackers - on the first day of the Battle of the Somme 60,000 British soldiers were killed or wounded. Trench warfare created an endless demand for men, munitions and supplies with often no apparent gains or victories.

The armistice and after

10 million were killed in World War I. By the beginning of 1918 the tide of battle turned and the German armies began to retreat. Demoralised German workers, suffering from food and fuel shortages, threatened revolution at home. German leaders feared a communist take-over and eventually asked the allies for peace. The armistice went into effect at 11am on 11 November, 1918. The war resulted in a radical reshaping of the political map of Europe. It spelled the end of the Ottoman and Habsburg empires and was the catalyst for the Russian revolution. It left much of Europe in severe economic hardship. As well as political changes the war led to social changes in Europe too - with wider opportunities and greater equality for women. But 90 years later it is perhaps best remembered for the staggering loss of human life. In the decade following the Great War many had the firm conviction that it should be "the war to end all wars".

Conscription and conscientious objectors in WW1

The turning point in British military policy, the Military Service Act 1916, was unique in conscription history by also providing for exemption on conscientious grounds. There were many Conscientious Objectors in WW1, who were so sure that the war was wrong, that they preferred to go to jail rather than fight. There were also Conscientious Objectors in WW2. Tell them that when the Americans went to war in Vietnam in the 60s and 70s thousands of young men took refuge in Canada rather than fight for the US and similarly, when South Africa was at war with Angola in the 80s, many white South Africans were 'draft resisters' since they thought the war was wrong.

5. Sources

- Source 1 - Walter Tull (Army Uniform)
- Source 2 - Walter Tull (Orphanage Football Team)
- Source 3 - Walter Tull (Tottenham Hotspur kit)
- Source 4 - Chronology Cards
- Source 5 - Orphanage Football Team
- Source 6 - Tottenham Hotspurs Football Team
- Source 7 - Northampton Town Football Team 1912
- Source 8 - Walter & Edward Tull
- Source 9 - Walter Tull's Birth Certificate
- Source 10 - Rev'd Dr Thomas Stephenson with Bonner Road children
- Source 11 - Diagram 1: The Pyramid
- Source 12 - Diagram 2: The modern 4-4-2
- Source 13 - Family Tree

Source 1



Source 2



Source 3



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Source 4

Sequencing Cards For The Story Of Walter Tull

Teacher's instructions

Photocopy this list enough times on to thick paper or card so that your class can have one set between 2-3 children.. If you use different colour card for each set, or mark the back of each section in a set with a symbol, you will find it easier to sort the sections again when you want to put them away.

Cut up the different sections, shuffle them and put each set into an envelope. Give a set to a small group of children. You can differentiate by removing some of the sections, to make the task easier for less experienced children.

Ask them to lay out the cards in order, to tell Walter's story.

Differentiated Follow up activity

Less experienced children and those in need of special support can stick the sections in sequence onto pages of a concertina book and illustrate them, themselves.

More experienced children can put the sections away and make their own booklets, referring back to the sequence if they need reminders or need to know how to spell words.

Walter's dad and mum have both died. His stepmother Clara can't manage with all the children.

Walter and Eddie are taken to live at the Bethnal Green Orphanage and Children's Home in London.

Eddie is adopted by Mr and Mrs Warnock and goes to live in Glasgow, in Scotland.

Walter plays football for the Orphanage Football Team.

Walter is training to be a printer.

Walter joins the Clapton Football Team.

Walter is signed up for Tottenham Hotspurs Football Club.

Walter goes to South America with Spurs.

Bristol City fans abuse Walter because of his colour, at a match in Bristol.

Walter leaves Spurs and goes to Northampton Town Football Club (called the Cobblers).

He scores lots of goals for the Cobblers

The First World War starts and Walter joins the 'Football Regiment'

He is sent to fight in France

He is made an officer and goes first to Italy to fight and then back to France

Walter is a very fine soldier and he is awarded a medal and 'mentioned in dispatches'

Walter is killed on the battlefield at the Somme. He was only 29. His body is not found.

In 1999 a memorial is put up to Walter, next to the Cobblers football ground in Northampton.

Source 5



Source 6



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Source 7

NORTHAMPTON TOWN FOOTBALL CLUB.

SEASON 1912-1913.



W. DULL (Manager) J. MANNING H. A. REDHEAD F. WALDEN H. KING W. D. TULL B. TEBBUTT F. CLIPSTONE J. HAMPSON F. LESSONS T. THORPE A. RAWLINGS A. LEWIS LLOYD-DAVIES E. TOMPKINS R. HUGHES C. SMITH A. BURROWS (Treasurer) E. FREEMAN A. JONES (Secretary)


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Source 8



© *Finlayson family archive*

Source 9

CERTIFIED COPY OF AN ENTRY OF BIRTH  **GIVEN AT THE GENERAL REGISTER OFFICE**
 Application Number **G001234**

REGISTRATION DISTRICT **Elham**
1888 **Folkestone** in the **County of Kent**
 BIRTH in the Sub-district of..... in the.....


Columns:-	1	2	3	4	5	6	7	8	9	10
No.	When and where born	Name, if any	Sex	Name and surname of father	Name, surname and maiden surname of mother	Occupation of father	Signature, description and residence of informant	When registered	Signature of registrar	Name entered after registration
	Twenty eighth April 1888. 146, Allendale Street Folkestone K.S.	Walter Daniel John	Boy	Daniel Hall	Ellice Elizabeth Hall formerly Palmer	Carpenter	D. Hall Father 16, Allendale Street Folkestone	June 1888.	M.P. Birch Registrar	

CERTIFIED to be a true copy of an entry in the certified copy of a Register of Births in the District above mentioned.
 Given at the GENERAL REGISTER OFFICE, under the Seal of the said Office, the **29th** day of **April** 2004

BXCA 067682

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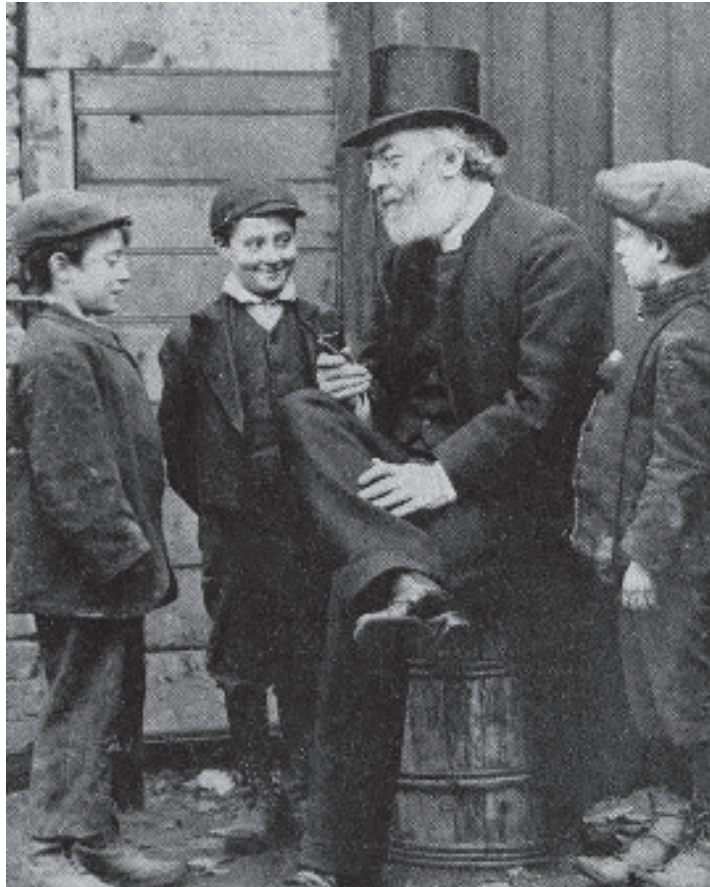
018889 3504 0303 SPSL 005207



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Source 10



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Source 11

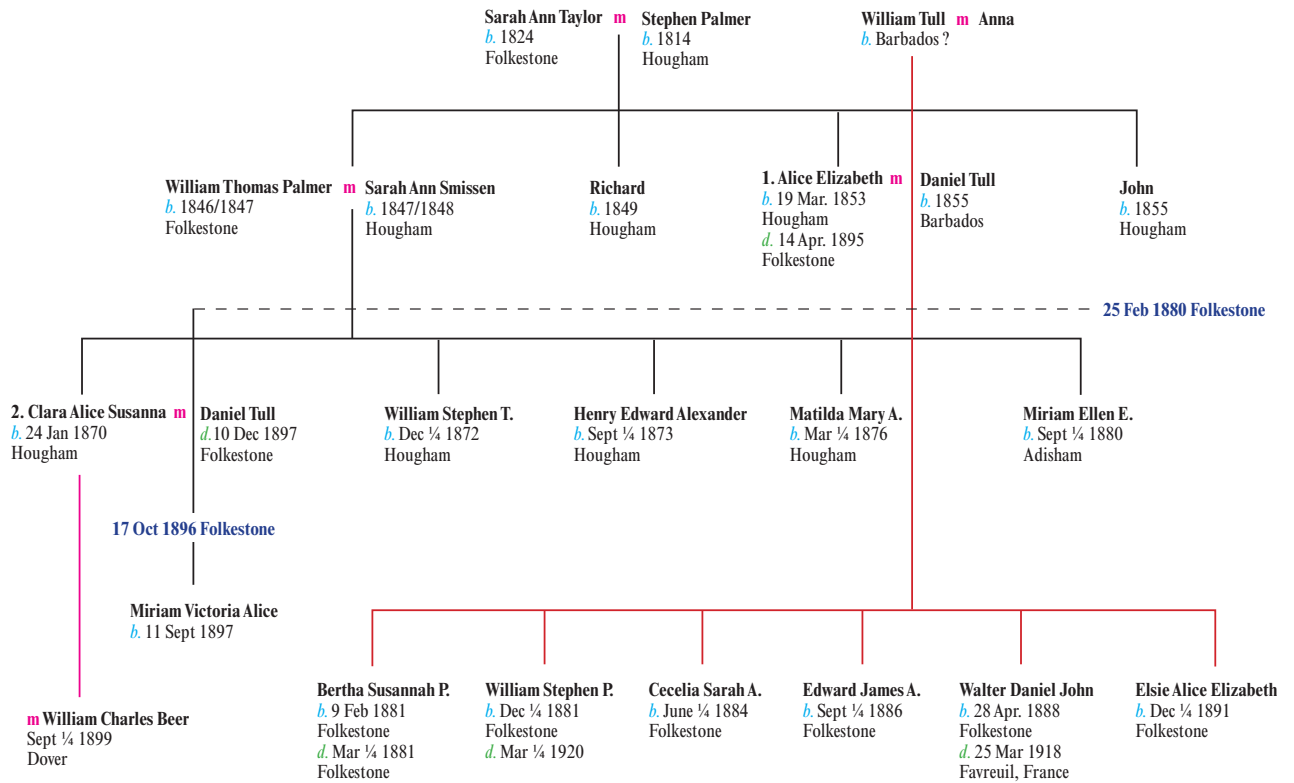
Source: [http://en.wikipedia.org/wiki/formation_\(football\)](http://en.wikipedia.org/wiki/formation_(football))



Source 12



Source 13



6. Bibliography And Further Resources

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7. Teachers Panel

This has been co-ordinated by

Nikki Taylor	Director, Northamptonshire Black History Association, Shaping the Future Project
Julia Bush	Senior Lecturer in History, University of Northampton Company Secretary of Northamptonshire Black History Association
Paul Bracey	Senior Lecturer in Education, University of Northampton Secretary of Midlands History Forum; Committee member of the History Teacher Education Network; Company Director of Northamptonshire Black History Association.

The following teachers were participants in a panel set up to advise the development of this resource.

Angie Alloway	Studfall Junior School, Corby, Northants
Niall O’Ceallaigh	St Gregory’s Catholic Primary School, Northampton
Julia Curtis	Millbrook Junior School, Kettering
Luke Lister	Northampton Academy, Northampton
Robert McNally	Northampton School for Girls, Northampton
Michelle White	Kingsthorpe College, Northampton



NORTHAMPTONSHIRE
Black History
ASSOCIATION

Northamptonshire Black History Association, Doddridge Centre, 109 St James Road, Northampton, NN5 5LD
Tel: 01604 590 967 www.northants-black-history.org.uk



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